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ABSTRACT

The project described in this report developed a district-wide career education program for the junior high schools of the Alpine School District, American Fork, Utah. The objectives were to provide every student with opportunities to (1) learn about and experience career education concepts, (2) develop a career portfolio, and (3) have a career-oriented interview with their parents and a school counselor. All seventh grade students participated in a semester career education course and all eighth and ninth grade students completed a minicourse on career education. Curriculum materials were developed and revised during two summer workshops. Inservice activities took place during the school year at both the district and school levels. The problem area is defined, goals and objectives are enumerated, and procedures, results, and accomplishments are summarized in the report. Charts illustrate the project organization, the student portfolio design, student flowchart, and evaluation contract. (NJ)

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Final Report

Project No.: V361035L
Grant No.: OEG-0-73-2916

"Career Education" Junior High School Style

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Alpine School District
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December 31, 1974

VT 103 263

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OE 008 931

Reporting Period

This report covers the full period of the project May 1, 1973, to December 31, 1974.

Signature of Project Director

December 31, 1974
Date

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Summary of the Report

"Career Education" Junior High School Style is a project to incorporate career education into the junior high school curriculum of Alpine School District, 50 North Center, American Fork, Utah. This project began for five junior high schools, after the awarding of Grant No. OEG-0-73-2916, May 1, 1973, and continued under this grant until December 31, 1974. Although the grant is concluded, this project continues to operate under the direction of Dr. Stanley Leavitt, Project Director and Junior High School Supervisor.

The goal of the project was to develop a district-wide, continuous, self-sustaining career education program for all junior high school students. This goal was achieved with this project.

The objectives were to provide every student with opportunities to learn about and experience career education concepts, to develop a career portfolio, and have a career-oriented interview with their parents and a school counselor.

Seventh grade students appraised their study habits, hobbies, attitudes, interests, and behaviors and related them to career education. They learned about career clusters, occupational data, career skills and concepts, how to apply for a job, and many working conditions that exist in the world of work. Finally students developed decision-making and research skills.

Eighth grade students learned the relationship of their likes, dislikes, attitudes, interests and values to career decisions. They participated in simulated career experiences, and explored different career clusters. They participated in a career interview to review and update their career portfolio.

Ninth grade students participated in an actual job experience. They made in-depth explorations into the career clusters of their choice. They also had a career interview to update their career portfolio.

To achieve the above objectives all seventh grade students participated in a semester career education course. All eighth and ninth grade students completed a mini-course on career education. Students were also taught career education by each teacher in every subject. Teacher guides and lesson plans were prepared by local personnel to help teachers accomplish the project objectives.

Individual career interviews were held with seventh grade students and their parents. Small group career interviews were held with eighth and ninth grade students and their parents.

A district central committee was formed to implement and coordinate career education throughout the district. An assistant project director was employed to help manage the project.

Curriculum materials were developed and revised during two summer workshops. Inservice activities took place during the school year at both the district and local school levels. District and outside personnel were involved in conducting these in-service programs.

The final printed products included (1) "Career Education" Junior High School Style "Semester Course" for Seventh Grade. (2) "Career Education" Junior High School Style 'Mini-Course" for Eighth Grade. (3) "Career Education" Junior High School Style "Mini-Course" for Ninth Grade. (4) Sample Career Education lesson plans for teachers of all subjects taught in junior high schools in Alpine School District, and (5) a portfolio design for junior high students.

Results and Accomplishments

This projects resulted in "Career Education" Junior High School Style becoming an established, and continuous, self-sustaining program in Alpine School District. All junior high students became much more aware of their career needs and the career opportunities available for them. The instructional staff received training in career education. Most teachers recognized the need to include career education in their classes and added career education to their lessons. Counselors expanded student career interviewing to all students and started student portfolios. Parents showed increased interest in this program and many persons in the community became involved in the learning activities of the school for the first time. Most important, students started learning how to make career-decisions, how to explore various career clusters, and how to prepare for the world of work.

Two district-wide summer workshops were held. A district-wide orientation workshop was held for all social studies teachers and another one for all English teachers. A career education seminar was held in each junior high with the entire faculty.

An independent Evaluation Team was contracted through Brigham Young University and consisted of two Educational Specialists. A written agreement was formalized between the school district and the evaluation team. Under the agreement, the various career objectives of the project were assigned a specific protocol of evaluation techniques, development of instruction, data collection, type of analysis, report writing, and who would accomplish what.

Conclusions, Implications, and Recommendations

To successfully implement an effective, continuous career education in a school district requires the support, cooperation, and commitment of teachers, counselors, and principals.

The evaluation team needs to be organized near the beginning of the project to provide formative and summative evaluation.

The amount of work and time required to develop and implement a career education program requires the efforts of either a full-time director or an assistant to help the director with other responsibilities.

A career education program that has good support from parents and the community will be more effective than a career education program that fails to establish community support and utilize the vast resources available to the program from parents and the community.

Implications from the above conclusions include the need for effective inservice programs to convert teachers to career education. Inservice training must include a variety of methods and materials to give teachers ideas for including career education in their instruction. Inservice programs should be presented in a variety of ways such as district-wide programs, local school programs, and subject area programs. Inservice programs should vary in length from an hour seminar in a school or with a department, to a two-week summer workshop.

We recommend inservice programs that define and explain the local program be conducted and taught by teachers, counselors, or administrators within the local school districts, and that outside aid be used only for new ideas, information, techniques and materials. We also recommend that evaluation teams provide formative as well as summative evaluation. We further recommend that a follow-up study on the effectiveness of the revised seventh grade semester course and the eighth and ninth grade mini-course be conducted by our school district. Finally, we recommend that a longitudinal study be made on the students presently enrolled in this program to determine any significant difference in the way they are prepared to make post-high school career choices with the way students not going through the program make post-high school career choices.

BODY OF THE REPORT

Problem Area

"Career Education" Junior High School Style is a project that incorporates career education concepts in the junior high school curricula of the Alpine School District, 50 North Center, American Fork, Utah. The junior high schools involved in this project are Lehi Junior High, American Fork Junior High, Pleasant Grove Junior High, Orem Junior High, and Lincoln Junior High. This project operated under grant number OEG-0-73-2916 from the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education and Welfare from May 1, 1973 to December 31, 1974.

The Alpine School District junior high school career education program emerged from three components. The first component was the growing concern throughout the United States by many educators and laypeople over the failure of public education to prepare students to participate in the real world of work. Other forces in society that generated the need of career education in schools included growing unemployment among the youth of the nation, the rejection of traditional norms by many youth, and growing educational expenditures. In 1971, Dr. Sidney P. Marland, Jr. launched a nationwide move to restore career education to the curricula of American public schools. In a speech before the Convention of the National Association of Secondary School Principals in Houston, Texas, Dr. Marland said, "All education is career education, or should be. And all our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school, or to go on to further formal education. Anything else is dangerous nonsense."

The second component influencing the emergence of this project arose from the growing interest in career education in Utah. In 1970, of 100 ninth grade students enrolled in public schools in Utah, 83 graduated from high school and 17 dropped out before graduation. Of the 83 that graduated from high school 28 did not seek further schooling, 55 continued their schooling but 30 students dropped out of college or earned a two year degree, with 25 securing a Bachelors degree or higher. Thus 75 of 100 students who entered the ninth grade needed career orientation, training and preparation in the public schools to enter the world of work, although career education training could also help the 25 who graduated from college.

Dr. Walter D. Talbot, Utah State School Superintendent stressed the need for career education in Utah by appointing an interdivisional committee to develop a plan for working with all educational agencies in implementing career education programs in Utah. This committee developed the Utah Goals for Education which included career education. In a position paper on career education the committee wrote, "Career education, properly conceived and implemented, will help make the proposed goals become reality in the lives of the people of this state."

The third component that gave rise to this project occurred within Alpine School District. Elementary schools started to develop a limited world of work program which guided students in career awareness. Senior high schools in the school district developed excellent programs in vocational education, distributive education and cooperative education, and worked closely with Utah Technical College, which will soon be located in the Alpine School District. A void however, existed in the junior high school program. (A void not only existed in the junior high curricula of Alpine School District

but in public school curricula throughout the state of Utah.) Two junior high schools adopted the Industrial Arts Curriculum Project for eighth grade. In order to make career education available to all seventh graders an experimental career education program was developed in 1971 at Pleasant Grove Junior High School, under the leadership of Dr. Stanley A. Leavitt; Don Crump, principal; and Kolene M. Granger, a counselor. Mrs. Granger worked with the Utah State Department of Education, Division of Vocational Education in developing a career education curriculum guide entitled Student-Centered Occupational Preparation and Exploration (1972). This experimental program expanded to American Fork Junior High School in 1972. Grant No. OEG-073-2916 provided the funding to expand this experimental career education into all five junior high schools and develop curriculua which would continue to provide students with career education concepts and skills in the eighth and ninth grades. Over 4200 students were involved in the expansion of this project. Career Education curricula were prepared by junior high school teachers of Alpine School District during the summer of 1973 and instruction began in all five junior high schools in the 1973-74 school year.

The original proposal of "Career Education" Junior High School Style stated the problem area as follows:

> Alpine School District is dedicated to the philosophy that in elementary schools, students will be guided in career awareness; in the junior high school seventh and eighth grades emphasis will be on career exploration; in the ninth and tenth grades in-depth exploration and skill training with career preparation during the last two years of high school will be emphasized. The district recognizes individual differences in maturity levels and different ages of students leaving school and feel adjustments must be made to meet these needs. The purpose of this research is to further identify and outline direction in assisting each student to become aware of his strengths and interests in choosing a career.

Goals and Objectives

To achieve the purpose of this project the following general objectives were proposed.

1. Every junior high school student will have at least one career oriented counseling interview with a school counselor and the student's parents each year of his junior high school program.

2. A set of career objectives will be filed for each student early in his junior high school program. These objectives will be reviewed at least yearly. An orientation unit on writing career objectives will help prepare each student for the task.

3. Each ninth grade student in the junior highs of Alpine School District will have direct contact in a career of his choice with a person or persons directly involved in that career activity.

4. Ninth grade students will become involved in a real work experience at the school or in the community in a career area of their choice.

5. Each Junior high school student will prepare a career portfolio with which he will contract to reach a certain level of understanding in at least one career area. This portfolio will lead into the work experience indicated above.

6. (a) At the end of a semester class during the school year 1973-74 seventh grade students of

Alpine School District will score at least 25% higher on a test covering the objectives under curriculum development than the same students scored in September of 1973. Different tests will be used for each grade.

The special test in each of the three areas 7th, 8th and 9th grades will be developed by Alpine School District personnel with consultant help from the State Department of Public Instruction, selected University personnel, and community people.

The original proposal also continued the following objectives for students enrolled in grades seven through nine.

Seventh grade objectives to guide the course of study in Career Education

1. The student will learn course expectations, rules of conduct, and use of equipment and materials.

   (a) The student will be oriented as to what the course of study contains and his responsibilities.

   (b) The student will become proficient in the use of all equipment and materials for a more individualized course of study.

2. The student will appraise his present study habits, notebook organization, and test taking behavior, and learn techniques which might aid him to be a better student.

   The student will realize that becoming a better student and succeeding in school is much the same as getting and holding a career of his choice.

3. The student will be able to interpret various occupational tests in light of his own future decisions, and may develop personal goals for change in light of his future goals.

   The student must be prepared to change his career choices and even his career if necessary many times in the future.

4. The student will develop an appreciation of his own hobbies and of other hobbies and talents.

   Hobbies are used to indicate interests of the student.

5. The student will broaden his knowledge of the many areas of career opportunity.

   Through the use of equipment, materials, field trips, guest appearances, and research the student will learn many facts about future choices.

6. The student will gain an appreciation of the relationship of school subjects to occupations.

7. The student will learn to consider the specific conditions and requirements of various occupations such as: ability and education required, working conditions, pay, and areas in which the job may be found, etc.

8. The student will gain some idea of the expectations of future employers in attitudes, appearances, health, and interviews.

   The student will learn how to apply for a job. This will include: the filling out of an application, making up a resume, and the conducting of an interview.

9. The student will be able to research and pursue his main interests as to his career choice.

10. The student will consider all the above in making, with parental involvement, educational choices of high school subjects and in researching several occupational choices.

11. Every seventh grade student will commit to writing in consultation with a counselor and parents, at least three career objectives.

Objectives to guide eighth grade students in Career Education.

1. Students will study the relationship of personality, aptitudes, interests, etc., to various kinds of employment.

2. Each student will become proficient in procedures used in obtaining a job, in filing applications, in grooming standards, and in interviewing techniques.

3. Each student will participate in simulated career projects built into the curriculum of as many classes as possible.

4. Each student will be provided with exploratory experiences in career clusters leading to tentative selection for in-depth exploration.

5. Every eighth grade student will have at least one opportunity to review career objectives set by them during previous interviews. This will be reviewed in a counseling interview with a school counselor and parents present. Objectives may be deleted or added to as new experiences occur.

Objectives to guide ninth grade students in the course of study in Career Education.

1. Each ninth grade student will have at least one on the job orientation experience. This experience will entail on the job observation of a person or persons in a career field chosen by the students. The age of the student and type of career activity will determine the depth of the experience. This will be adjusted to meet individual needs. The school will have a complete community survey of prosepective counselor and businesses available for consultation and visits.

2. Each student will become involved in at least one activity from a vocational cluster involving real experiences. For example:

   (a) Small appliance and engine repair in a science class.

   (b) Large quantity food preparation in a homemaking experience from the homemaking cluster.

(c) Acutal construction project in industrial arts represents the construction cluster.

(d) Health projects through the county health department relates well to the cluster in health services.

(e) Agricultural research through Geneva and B. Y. U. as well as local farm operations represents agri-business and natural resources.

(f) Numerous opportunities in office occupation through the district including Alpine District's operation give a representative view in business and office careers.

(g) Excellent sales and distributive education opportunities in marketing and distribution from all business agencies in the communities.

3. Ninth grade students will have at least one opportunity to review their career objectives in consultation with a counselor and parents. Individual needs will vary and prospective dropouts may need more in-depth activity as they approach real job needs and opportunities.

This project tried to achieve these objectives during the duration of the project. Some objectives are more difficult to achieve than others, some are long-range objective and will require more time to achieve which will happen as the project continues to grow and function after the termination of federal funding.

Some objectives were modified as the project developed. Instruction in the eighth and ninth grades concentrated upon the use of career education mini-courses. Social studies and English teachers assumed the major responsibility for teaching these mini-courses. The objective to have every teacher of every subject area teach career education still continued, but someone had to be responsible to every student in every grade. This was done by assigning some teachers in every grade a specific task to teach career education. Seventh grade students completed a semester career education course. Assigning the eighth grade mini-course to social studies teachers and the ninth grade mini-course to English teachers assured all students some career education experiences and knowledge. Career education concepts and skills were also taught by teachers in other classes supplementing this basic program.

The ninth grade hands-on experience was modified from students having a hands-on experience with the occupation of their choice to a hands-on experience with the occupation of their parent or parents. These students spent a day at work with a parent and shared work experiences of their parents.

All seventh grade students and their parents attended an individual interview with a school counselor, but the objective to hold individual interviews with all eighth and ninth grade students was modified by holding small group interviews rather than individual ones.

Three other objectives emerged as the project developed. The need to develop a junior high career awareness, and exploration program that would be a sequential and logical step between the elementary world of work program and the high school career orientation and preparation programs of the Alpine School District, but one that could also be implemented in junior high schools throughout Utah. A second objective was the need to involve parents and community leaders in developing, implementing, expanding, and continuing this program. The third objective was the development of a

career education program that would become an integral, continuous, self-sustaining part of the Alpine School District junior high school curricula after Federal funding ended.

Description of the Project

The Alpine junior high schools in 1973 included a total of 171 professional staff and 4,289 students. Ten counselors worked in the five schools. The four communities - Orem, Pleasant Grove, American Fork, and Lehi - are in general composed of people working for Geneva Steel, Brigham Young University and many supportive services with small industry and farming scattered throughout Utah County. A fairly large group travel to Salt Lake County for employment. Orem is rapidly becoming the shopping center of Utah County with a new University Mall and other major retail outlets expanding throughout the city. All communities within the school district are experiencing considerable growth.

Students in Alpine School District are mostly from white middle class families. Indian and Mexican-American students are the major minority groups. Students enrolled in grades seven, eight, and nine vary in age from twelve to fifteen. The number of boys nearly equal the number of girls enrolled in the district. On the average these students score slightly above the national norms on cognitive tests. Seven to ten percent of the student population have some learning disabilities with poor reading skills being the major disability.

Public support is high in all five junior high schools. Public and parental support is favorable toward career education. Most students have had little career counseling or training in their homes although the family is a very important institution in the dominant culture of the area. Because of the importance placed upon the family in the home of a majority of the students, most students receive much parental and sibling support in their school activities including those connected with career education.

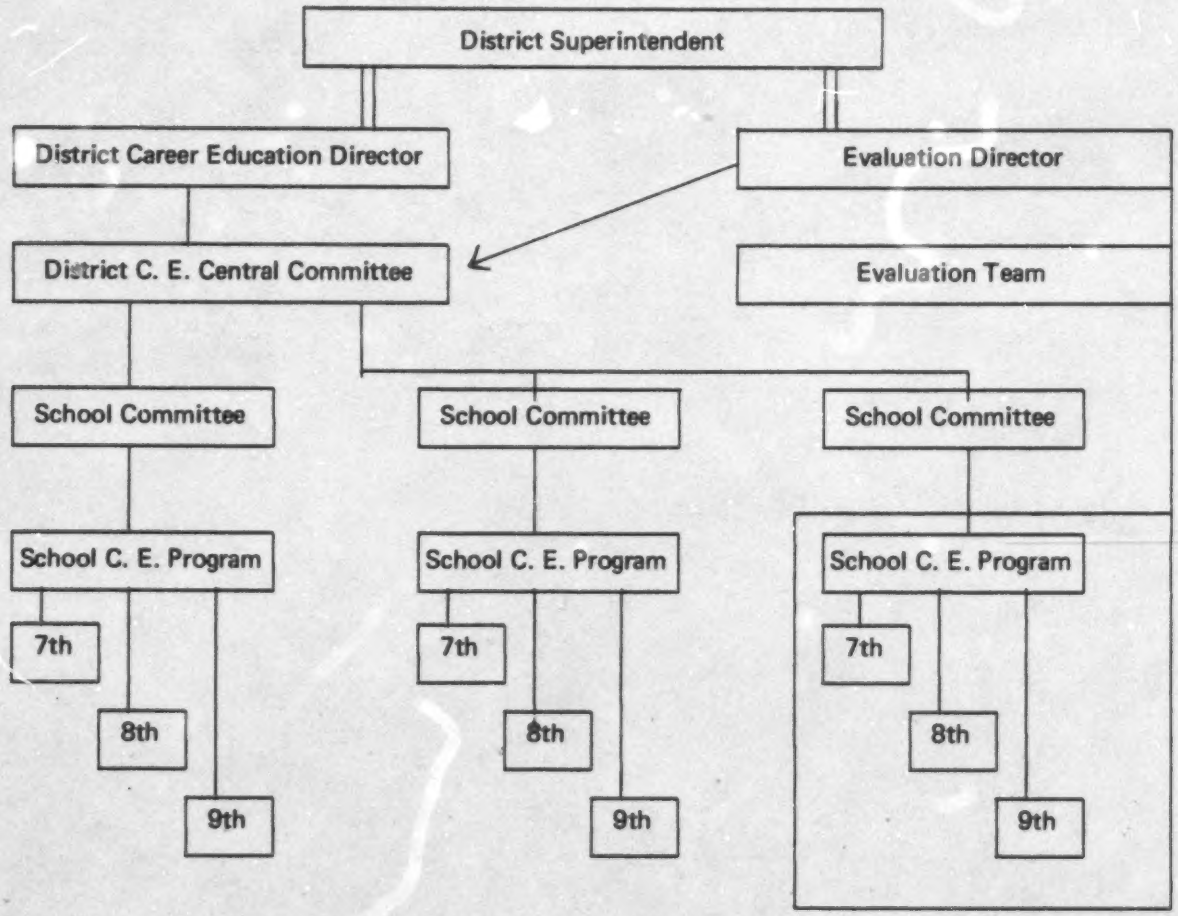
All five junior high schools have very good instructional staffs. Every teacher, counselor, and administrator has a bachelors degree and Utah State certification. About one-fourth of the instructional staff hold graduate degrees. The average age of the instructional staff is between 36-40 years. The average number of years experience in teaching is between twelve and fifteen. The staff in each school is very stable with most changes resulting from retirements. About 35 percent of the instructional staff are women. Most are from Utah and obtained their bachelors degree from a university, or college in Utah. The instructional staff are dedicated to the educational goals and student needs that exist in Alpine School District.

Dr. Stanley A. Leavitt, Project Director, is the Junior High School Supervisor of Alpine School District. He has extensive background in curriculum, counseling, and administration. He has worked as a teacher, counselor, and principal in Alpine School District.

Gary Clifton, Assistant Project Director, is completing work on his doctorate in counseling. He has an extensive background in family and vocational theory and counseling. He has taught university courses in child development (undergraduate level), and in counseling theory and techniques (master's level) as a graduate assistant.

Dr. C. Garn Coombs, Assistant Professor of Education, Brigham Young University, worked with this project as a career education consultant. He has done consulting work for Davis, Nebo, Uintah and Provo school districts. He has participated in career education conferences in Georgia, Texas, Arkansas, New York, Massachusetts, Pennsylvania, and Washington, D. C. He co-authored Living in Urban America and Career Education in the Environment.

Table I
CAREER EDUCATION ORGANIZATIONAL CHART



A Central committee was organized to help coordinate, implement, and direct this project. This committee consisted of Dr. Leavitt, Mr. Clifton, Dr. Coombs, career education counselors from all five junior high schools and a principal or vice principal from each school. Craig Kennington, Utah State Board of Education, maintained continual contact with the project. The Alpine School District Career Education Organization is diagrammed in Table I.

The three major thrusts of the project were curriculum development, instruction, and evaluation. All seventh grade students completed a required one semester career education course. Students in the eighth and ninth grades were taught a two week career education mini-course. All teachers of all subjects were instructed to make career education a regular part of their daily instruction. Eighth grade students also participated in simulated career education projects. Ninth grade students also participated in hands-on experiences. Counselors held individual interviews with all seventh grade students and their parents. A portfolio for each student was started in the seventh grade, and updated during counselor interviews in the eighth and ninth grades. Interviews with eighth and ninth grade students were conducted on an individual or small group basis. Evaluation was conducted in a variety of ways throughout the entire project.

Teachers and counselors from each junior high school developed curricula during two-week career education workshops in June, 1973 and June, 1974. The first workshop developed career education units in math, science, English, foreign languages, social studies, art, music, home economics, industrial arts, and physical education. The second workshop of 27 participants included counselors, most teachers that taught the seventh grade semester course during the previous year; social studies, English and health teachers who taught the eighth and ninth grade mini-courses, and teachers from other disciplines who had successfully made career education a regular part of their daily curriculum. Input was also received from parents, students and community leaders.

The participants in both workshops were divided into three groups. One group developed and revised the seventh grade semester career education course. A second group developed the eighth grade program with emphasis upon simulated activities while the third group developed a ninth grade program which included hands-on experiences.

The workshop directors were Dr. Stanley A. Leavitt, and Dr. C. Garn Coombs. To maintain continuity all the materials developed by each group were reviewed by the workshop directors. The workshop directors assumed the responsibility of final editing and printing of the curriculum materials.

The final printed products included (1) "Career Education" Junior High School Style "Semester Course" for Seventh Grade. (2) "Career Education" Junior High School Style "Mini-Course" for Eighth Grade. (3) "Career Education" Junior High School Style "Mini-Course" for Ninth Grade. (4) Sample Career education lesson plans for teachers of all subjects taught in junior high schools in Alpine School District, and (5) a portfolio design for junior high students.

Curriculum development also occurred in each junior high school as teachers, counselors, and administrators implemented "Career Education" Junior High School Style. Teachers in different subjects developed lesson plans and units that included career education concepts and skills.

The teachers and counselors who attended the 1973 summer workshop were responsible for explaining the program to their fellow teachers at the beginning of the 1973-74 school year. A special career education faculty meeting was held to explain the program, and each school had a career education budget to purchase materials and equipment needed to more effectively teach career

education. During the 1973-74 school year the project consultant and assistant project director conducted career-education seminars with the faculty of all five junior high schools. The thrust of these seminars was to provide teachers in all subjects with ideas, methods, and materials which would help them infuse career education concepts and skills into their daily instruction.

The inservice approach that followed the 1974 summer workshop was different from the in-service instruction of the first workshop. Nearly every teacher that taught the seventh grade course attended the second workshop and helped revise the curriculum materials. Seventh grade teachers of each junior high were responsible for informing those teachers not attending the workshop about the changes or additions made in the revised version of the seventh grade career education semester course.

The team of teachers that developed the ninth grade course conducted a district wide inservice seminar during part of a regular school day, with substitutes covering their classes, for all teachers in all five junior high schools who would teach the ninth grade mini-course. A similar, but separate inservice seminar was conducted by the eighth grade team to all teachers teaching the eighth grade mini-course. Giving the teachers who developed the mini-courses the responsibility to provide inservice instruction to their fellow teachers helped these teachers develop a greater commitment to the junior high career education program, while the teachers being instructed more readily accepted the career education program presented to them by their colleagues.

Inservice projects anticipated for the future include a district wide Secondary Education Career Conference, individual workshops in each school, and district workshops with teachers from different subject areas. A district Advisory Committee has been established to provide guidance, advice, and support from the community as this project continues to function and expand.

Instruction in career education started in September, 1973, in all five junior high schools. Every teacher of every subject received information and instructions to include career education into their courses. Each school held career days or career quests. Field trips, resource speakers, bulletin boards, simulations, discussions, tests, readings, pictures, objects, books, pamphlets, films, filmstrips, tapes, interviews, and data cards were used to teach career education.

Fourteen teachers taught the seventh grade semester course. This course consisted of eight units.

Unit I: Introduction and Preparation for Career Education
Unit II: Learning About Self and Others
Unit III: School and Study Skills
Unit IV: Introduction to the World of Work
Unit V: Preparing for a Career
Unit VI: Choosing and Exploring Careers
Unit VII: Personal Preparation for Job Seeking
Unit VIII: Preparing for Changing Times

Eight teachers taught the eighth grade mini-course and eleven teachers taught the ninth grade mini-course. These courses were revised in the 1974 summer workshop with the eighth grade emphasis upon economics and life style, and the ninth grade emphasizing hands-on experiences and independent work. More teachers were involved in teaching the eighth and ninth grade mini-courses during the 1974-75 school year.

The counselors in each junior high school were responsible for conducting individual interviews with each seventh grade student and the parents of each student. The counselors were to help the

seventh grade students start a career education portfolio. Portfolios were updated in the eighth and ninth grades. The portfolio in each grade contained the following items:

Table II
PORTFOLIO DESIGN

		7th grade	8th grade	9th grade
1.	My Career Development Guide	X	X	X
2.	Unit 6, Lesson E, Act. 2 and 4	X		
3.	Unit 4, Lesson D, Act. 3	X		
4.	Career related homework papers	X	X	X
5.	Field Trip Experiences	X	X	X
6.	Hands-On Experiences			X

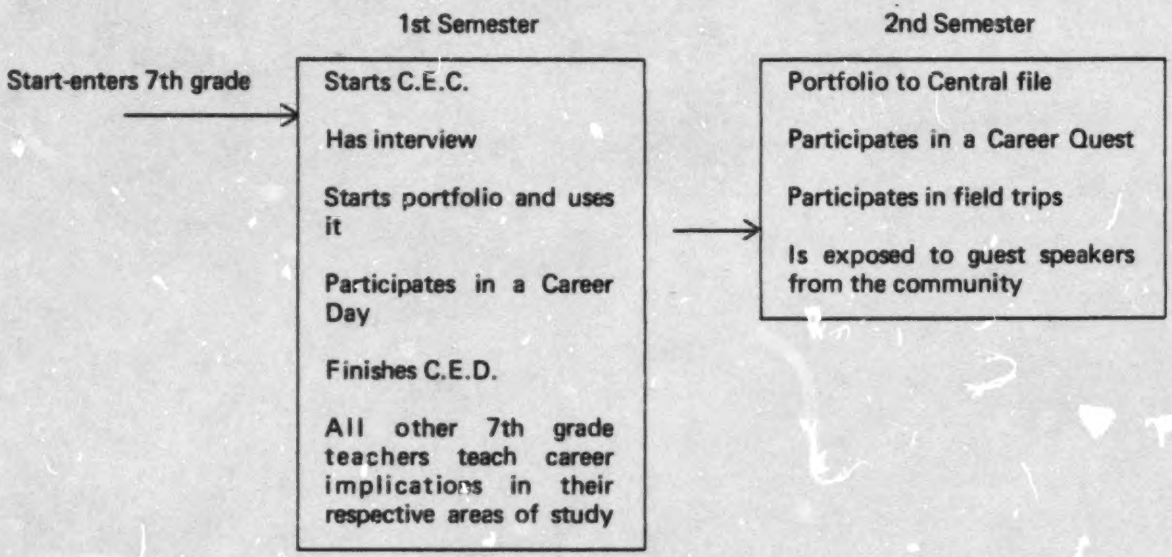
Counselors conducted individual or small group interviews with all eighth and ninth grade students. Parents were invited to attend group interviews with their children. The size of group interviews varied from six to twelve persons.

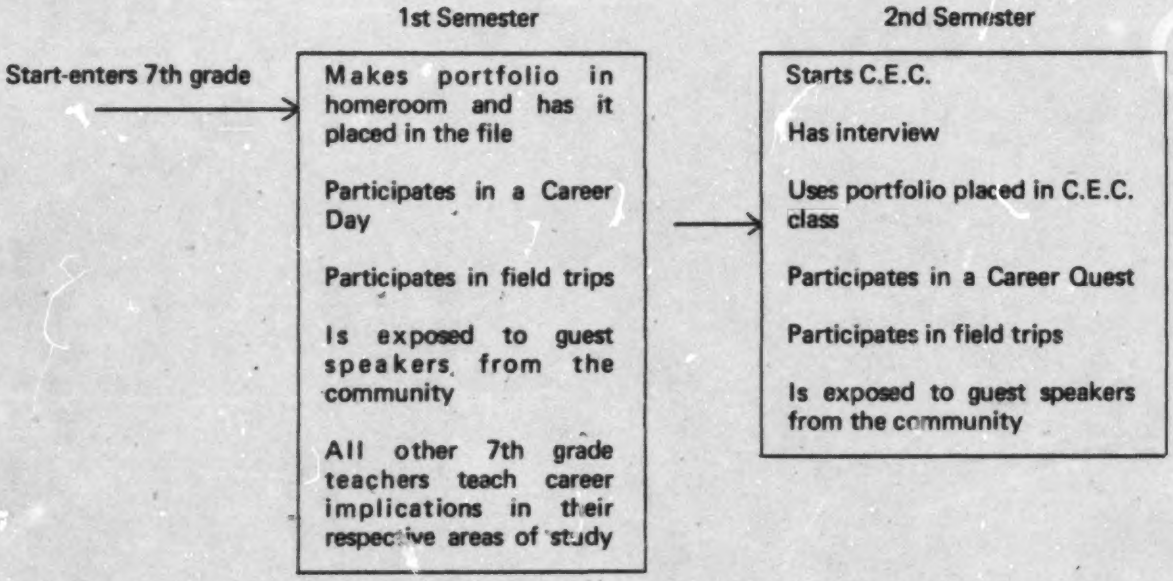
The counselors worked with the teachers in the ninth-grade to arrange for students to have a hands-on career education experience. The counselors also helped individual teachers in whatever way they could to implement and improve the teaching of career education in their respective schools. Table III shows a chart of this career education project.

Results and Accomplishments

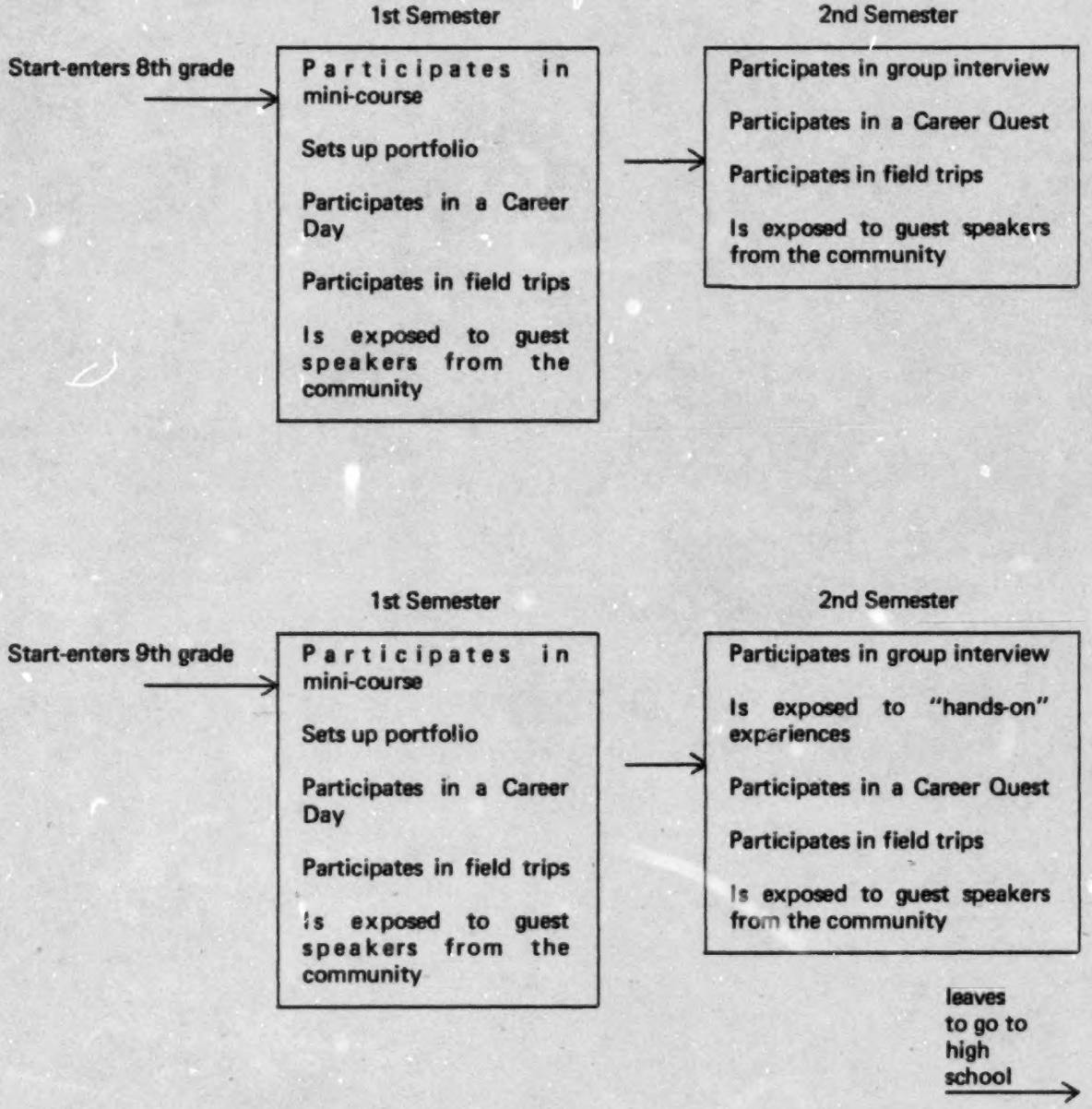
This project resulted in "Career Education" Junior High School Style becoming an established and continuous program in Alpine School District. All junior high students became much more aware of their career needs and the career opportunities available for them. The instructional staff received training in career education. Most teachers recognized the need to include career education in their classes and added career education to their lessons. Counselors expanded student career interviewing to all students and started student portfolios. Parents showed increased interest in this program and many persons in the community became involved in the learning activities of the school for the first time. Most important, students started learning how to make career decisions, how to explore various career clusters, and how to prepare for the world of work.

Table III
STUDENT FLOW CHART


1st Semester
2nd Semester
Start-enters 7th grade
Starts C.E.C.
Has interview
Starts portfolio and uses it
Participates in a Career Day
Finishes C.E.D.
All other 7th grade teachers teach career implications in their respective areas of study
Portfolio to Central file
Participates in a Career Quest
Participates in field trips
Is exposed to guest speakers from the community


1st Semester
2nd Semester
Start-enters 7th grade
Makes portfolio in homeroom and has it placed in the file
Participates in a Career Day
Participates in field trips
Is exposed to guest speakers from the community
All other 7th grade teachers teach career implications in their respective areas of study
Starts C.E.C.
Has interview
Uses portfolio placed in C.E.C. class
Participates in a Career Quest
Participates in field trips
Is exposed to guest speakers from the community

STUDENT FLOW CHART
(continued)


1st Semester
2nd Semester
Start-enters 8th grade
Participates in mini-course
Sets up portfolio
Participates in a Career Day
Participates in field trips
Is exposed to guest speakers from the community
Participates in group interview
Participates in a Career Quest
Participates in field trips
Is exposed to guest speakers from the community
1st Semester
2nd Semester
Start-enters 9th grade
Participates in mini-course
Sets up portfolio
Participates in a Career Day
Participates in field trips
Is exposed to guest speakers from the community
Participates in group interview
Is exposed to "hands-on" experiences
Participates in a Career Quest
Participates in field trips
Is exposed to guest speakers from the community
leaves to go to high school

Another result was the achievement of most of the objectives identified at the beginning of the project. Specific accomplishments included the development, revision, dissemination and implementation of a seventh grade career education semester course and teachers guide, and the development of eighth and ninth grade two week mini-units on career education. Lesson plans for teachers in math, science, industrial arts, home economics, business education, English, foreign languages, art, music, social studies and physical education, were written by and distributed to teachers throughout the district. Career days or career quests were held in each junior high school. Most ninth grade students experienced a hands-on work experience sometime during the year.

Two district-wide summer workshops were held. A district-wide orientation workshop was held for all social studies teachers and another one for all English teachers. A career education seminar was held in each junior high with the entire faculty.

A district career education Central Committee for junior high schools was organized and met regularly. A district Advisory Committee on Career Education was organized to advise and aid in the development of a total K-12 career education program. This project also succeeded in stimulating interest in expanding career education into every grade, in Alpine School District with "Career Education" Junior High School Style the pivot point in this expansion.

Dr. Leavitt participated in a National Conference on Career Education in Washington, D. C. in July, 1974, where he explained this project to educators from various parts of the United States. Dr. Coombs described the project at the annual Utah State Vocational Convention in Ogden, Utah, in June, 1974. Reports on the project were made to local community groups and neighboring school districts. Multiple copies of the materials developed were given to the Utah State Board of Education for distribution to every school district in the state.

Evaluation

An independent Evaluation Team was contracted through Brigham Young University and consisted of two Education Specialists, Dr. Lyle Holder, and Dr. Wallace Allred. Dr. Adrian Van Mondfrans and Mr. Norman Murray, Instructional Research Evaluators, were sub-contracted to evaluate the project.

A written agreement was formalized between the school district and the evaluation team. Under the agreement, the various career objectives of the project were assigned a specific protocol of evaluation techniques, development of instruction, data collection, type of analysis, report writing, and who would accomplish what. (See Table IV)

Utilizing the protocol of the contract the team then proceeded to evaluate the project. Coordination between the team and the district was performed by Assistant Director Gary Clifton. Development of the seventh, eighth, and ninth grade course tests was a joint project between Alpine School District and the evaluation team. Those involved were Gary Clifton, Welda Lendt, Dr. Leavitt, Dr. Adrian Van Monfrans and Norman Murray.

Table IV

General Objectives	Evaluation Method	Instrumentation Type	Who Responds	Who Writes	Analysis By	Criterion	Report
Students will:							
1. Have one career-oriented counseling experience per year in Jr. High	a. Frequency count b. Checklist to determine quality of experience - counselors	a. Questionnaire b. Checklist (a)	7-8-9 Graders Counselors	Evaluators Counselors and Evaluators	Evaluators Evaluators	100% –	Evaluators Evaluators
2. Write career objectives in 7th Grade and review them yearly	a. Frequency count 7-8-9 Graders b. Checklist to determine quality - evaluators	a. Questionnaire b. Checklist (b)	7-8-9 Graders Evaluators	Evaluators Evaluators	Evaluators Evaluators	100% –	Evaluators Evaluators
3. Have contact with career of their choice	a. Frequency count 9th Graders	a. Questionnaire	9th Graders	Evaluators	Evaluators	100%	Evaluators
4. Be involved in a real- work experience (9th Graders only)	a. Frequency count and Characterization	a. Questionnaire	9th Graders	Evaluators	Evaluators	100%	Evaluators
5. Prepare and update career portfolios	a. Frequency Count b. Checklist to determine quality	a. Questionnaire b. Checklist (c)	7-8-9 Graders Evaluators	Evaluators Evaluators	Evaluators Evaluators	100% –	Evaluators Evaluators
6. Take career-oriented tests	a. Pre-Post tests	a. Objective tests	a. 7th Graders b. 8-9th Graders b. 8-9th Graders	Evaluators Teachers Counselors Evaluators Teachers Counselors	Evaluators Evaluators	25% increase in scores 25% increase in scores	Evaluators Evaluators
7. Involve parents in career decisions	a. Frequency Count	a. Questionnaire	7-8-9 Graders	Evaluators	Evaluators	100%	Evaluators
School District will:							
8. Prepare career-oriented course							
9. Disseminate study materials and information about materials.							

Conclusions, Implications, and Recommendations

To successfully implement an effective, continuous career education in a school district requires the support, cooperation and commitment of teachers, counselors, and principals. The project director and staff can see that programs and materials are developed, inservice workshops and seminars conducted, and encouragement given, but the final success of the program depends upon what happens when the teacher, counselor, or principal close the door to their classroom or office and get down to the business of teaching, counseling, and implementing career education. Teachers that are excited about career education do an excellent job including career education in their instruction. Teachers who are moderately committed include career education principles some of the time. Those teachers who resist change and fail to see or even learn about the importance of career education to their pupils thwart the program by refusing to even mention career education. This last group of teachers are the ones that pose the biggest problem to a successful career education program. Because of this last group of teachers it is essential that principals be committed to career education so continual encouragement, surveilance and reminders can be given in faculty meetings, department meetings and individual interviews with faculty members. Counselors can help by providing teaching ideas and materials on career education to faculty members, and by working with individual students in the school.

Another conclusion is the importance of acquiring an evaluation team as near the beginning of the project as possible. Once the evaluation team has been established formative evaluation should start with feedback from the evaluation team occurring throughout the entire project. Too often evaluation teams see their responsibility as summative only while in reality their input can be much greater if formative evaluation is also provided.

The amount of work and time required to develop and implement a career education program requires the efforts of either a full-time director or an assistant to help the director with other responsibilities. This project solved this problem by appointing an assistant director to conduct many of the tasks involved with individual schools in implementing the program.

The demands made upon counselors to provide career counseling for every student in the school requires a large amount of time. Counselors, therefore, either need a reduction of secretarial duties or an increase in their staff to help accomplish their duties.

Another conclusion is the importance of parental and community support. For career education to succeed some learning must take place outside the classroom in the community. Persons in the community who provide resources for career education need to approve and support the local program. To fully utilize community resources parental help should aid teachers by providing transportation, supervision, and instruction. A career education program that has complete support from parents and the community will be more effective than a career education program that fails to establish community support and utilize the vast resources available to the program from parents and the community.

Junior high school programs in career education should be coordinated with the career education programs of the elementary and high schools. This coordination is especially important when each school involves many segments of the community in their programs so that some areas are not overworked while others are overlooked.

Implications from the above conclusions include the need for effective inservice programs to convert teachers to career education. Inservice training must include a variety of methods and

materials to give teachers ideas for including career education in their instruction. Examples of teaching moments, teaching units, simulations and resources need to be presented during inservice programs.

Inservice programs should be presented in a variety of ways such as district-wide programs, local school programs, and subject area programs. Inservice programs should vary in length from an hour seminar in a school or with a department, to a two-week summer workshop. The effectiveness of inservice programs in getting every teacher of every subject to include career education in their curricula will be a large factor in the success or failure of a career education program.

The appointment of a Career Education Community Advisory Committee early in the program will help involve the community. Working close with Parent-Teacher Associations can help with parental involvement. Communication between the school and parents is essential for career education as well as other school programs.

We recommend that inservice programs that define and explain the local program be conducted and taught by teachers, counselors, or administrators within the local school districts, and that outside aid be used only for new ideas, information, techniques and materials.

We also recommend that evaluation teams provide formative as well as summative evaluation.

We further recommend that a follow-up study on the effectiveness of the revised seventh grade semester course and the eighth and ninth grade mini-course be conducted by our school district. We recommend that "Career Education" Junior High School Style also be taught, and evaluated in other school districts with feedback given to the project director.

Finally, we recommend that a longitudinal study be made on the students presently enrolled in this program to determine any significant difference in the way they are prepared to make post high school career choices with the way students not going through the program make post high school career choices.

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